City University of Hong Kong

Information on a Course
offered by Department of Linguistics and Translation
with effect from Semester A in 2014 / 2015

Part I

Course Title: Second Language Pronunciation Acquisition: from Theory to Practice

Course Code: LT6418

Course Duration: One Semester

Credit Units: 3

Level: P6

Medium of Instruction: English

Prerequisites:
LT5401 Phonetics
CTL5401 Phonetics
(Prerequisite can be waived with special approval from the Programme Leader)

Precursors: Nil

Equivalent Courses: CTL6418 Second Language Pronunciation Acquisition: from Theory to Practice

Exclusive Courses: Nil

Part II

Course Aims
This course aims to introduce and discuss major issues in the area of second language speech learning including speech production and perception, along with techniques for incorporating research into practical classroom instruction on pronunciation.

Students will learn to analyze data from a variety of languages and contexts, to synthesize research on the acquisition and development of speech and current pedagogy, and to develop their own principled problem-solving strategies and effective techniques for instruction of the spoken language.

Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	To describe and analyse major theories and models in general speech acquisition and second language speech learning in particular;	20%
2.	To compare and contrast Chinese (Putonghua and Cantonese) and English sound systems, including consonants, vowels, rhythm, stress, and prominence and intonation; and to be able to explain relevant concepts in classrooms;	20%
3.	To identify and address pronunciation issues relevant to the learner's needs and therefore to develop effective curriculum that responds to these needs;	20%
4.	To explain and criticize how perceptions of accent influence communication and how this is linked to a speaker's identity.	20%
5.	To design innovative instructional materials that address particular issues in pronunciation teaching and learning.	20%

Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLAs	Hours/week (if applicable)
1-5	Lectures on theories relating to speech development and learning in first and second language; as well as on the implications of the research finds to pronunciation teaching and learning.	2
1-5	Tutorials: hands-on excises on sound analysis, discussion on cases of speech acquisition, as well as lesson plans.	1

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
1-4	Quizzes: 2 in class quizzes at 20 points each. The quizzes will comprise a combination of multiple-choice, data-set and short-answer questions.	40%	

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
1-5	Final Project (written report and oral presentation): find some aspect of pronunciation teaching and learning that interests you; then write a proposal on whether/how this issue has been dealt with in the past and how you will try to solve the problem from a pedagogical point of view.	50%	
1-5	In-class Participation: you are expected to attend and participate in class discussion and tutorial exercises.	10%	

Grading of Student Achievement:

Grading pattern: Standard (A+, A, A- … F). Grading is based on student performance in assessment tasks/activities.

Final details will be provided to students in their first week of attendance in this course.

In addition to the general grading criteria stated in the Explanatory Notes, the following criteria specific to this course should also be satisfied for each grade.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	In general, outstanding grasp of the nature of theories and understanding of the implications to teaching and learning. In the written report of the final project, outstanding definition and discussion on theoretical issues and well-supported solutions in practice. In the oral presentation of the project as well as in tutorials, well-organized and fluent presentation of one's ideas; analytical discussion on fellow-classmates' viewpoints and presentations. Finally, excellent grades in quizzes.
B+ B B-	In general, good grasp of the nature of theories and understanding of the implications to teaching and learning. In the written report of the final project, good definition and discussion on theoretical issues and well-supported solutions in practice. In the oral presentation of the project as well as in tutorials, well-organized and fluent presentation of one's ideas; analytical discussion on fellow-classmates' viewpoints. Finally, good grades in quizzes.
C+ C C-	In general, average grasp of the nature of theories and understanding of the implications to teaching and learning. In the written report of the final project, able to give a definition and discussion on theoretical issues and solutions in practice. In the oral presentation of the project as well as in tutorials, a clear presentation of one's ideas; able to participate in discussion on fellow-classmates' viewpoints. Finally, average grades in quizzes.

LT6418

D	In general, poor grasp of the nature of theories and understanding of the implications to teaching and learning. In the written report of the final project, poorly defined and discussed theoretical issues and unclear solutions in practice. In the oral presentation of the project as well as in tutorials, unclear presentation of one's ideas; unable to participate in discussion on fellow-classmates' viewpoints. Finally, passing grades in quizzes.
F	Unable to fulfil any requirements above; unable to complete or fail most or all assessments.

Part III

Keyword Syllabus

Speech development, first/second language speech learning, language teaching, speech perception and production, pronunciation skills, phonological awareness

Recommended Reading
Text(s)
Required:

Celce-Murcia, Marianne, Donna M. Brinton, and Janet M. Goodwin. 1996. *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages.* New York, NY: Cambridge.

Supplementary:

Anderson-Hsieh, Janet. 1989. "Approaches toward teaching pronunciation: a brief history," *Cross Currents Vol. XVI No. 2*, pp. 73-78.

Brazil, David. 1994. *Pronunciation for Advanced Learners of English,* Cambridge, UK: Cambridge

Collins, B. & I.M. Meese (2003) *Practical Phonetics and Phonology* (with CD). London: Routledge. Section B.

Jusczyk, Hohne and Mandel (1995). Picking up regularities in the sound structure of the native language (pp.91-119). In W. Strange (Ed.) *Speech Perception and Linguistic Experience: Issues in Cross-Language Research.* Baltimore: York Press.

Kiparsky, Paul & Lise Menn. "On the acquisition of phonology," Chapter 4 in J. Macnamara, ed., *Language Learning and Thought.*

Munro, Murray J. (2008) Foreign accent and speech intelligibility. In Edwards and Zampini (Ed.) *Phonology and Second Language Acquisition.* Philadelphia: John and Benjamins.

Ohio State University. *Language Files: Materials for an Introduction to Language and Linguistics.* Chapters 2-3.

罗常培、王均，2002《普通语音学纲要》北京：商务印书馆。第2-5、7章。